

**STUDY ON DIFFICULTIES IN LEARNING SPEAKING FACED BY ELEVEN GRADE
STUDENTS OF SMAN 1 KEDUNGWARU TULUNGAGUNG**

THESIS

In Partial Fulfillment of the Requirement for Master's Degree
of English Language Education



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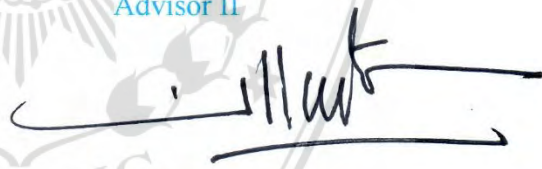
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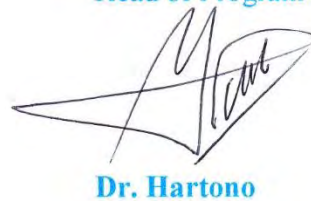
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LETTER OF STATEMENT

I am the undersigned:

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Hereby, declare that:

1. The thesis entitled: **STUDY ON DIFFICULTIES IN LEARNING SPEAKING FACED BY ELEVEN GRADE STUDENTS OF SMAN 1 KEDUNGWARU TULUNGAGUNG** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at my universities. Besides, there is no other's idea or citation except those which have been qouted and mentioned at the bibliography.
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3. This thesis can be used for literature review which can be accessed by other freely (**NON-EXCLUSIVE ROYALTY**).

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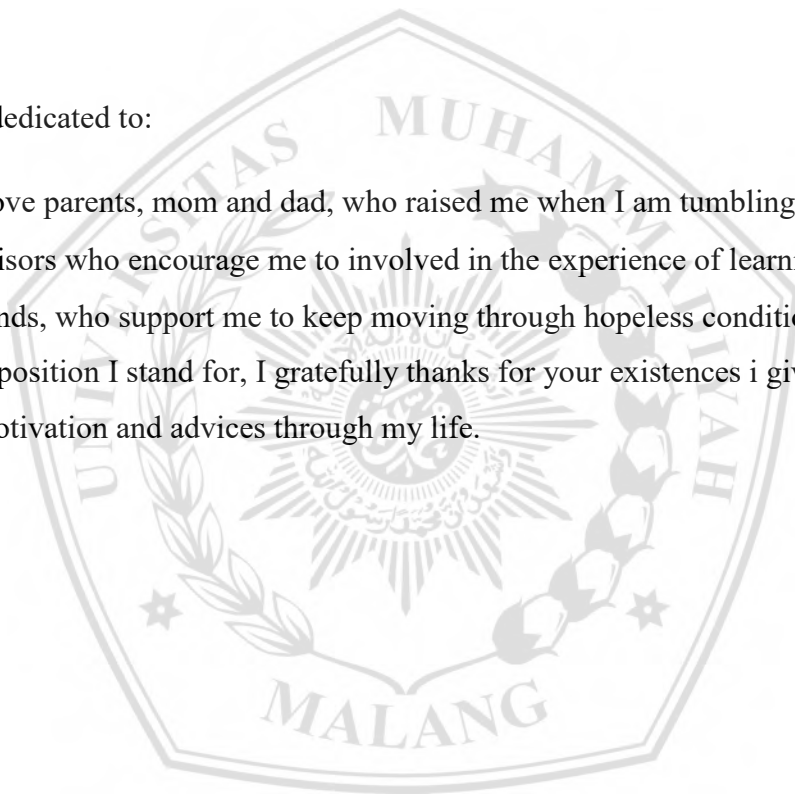
MOTTO AND DEDICATION

**THE POWER OF YOUR WILLINGNESS CAN DEFEAT ALL THE FEAR AND
DOUBT THAT YOU FACE**

(ANONYMOUS)

This Thesis is dedicated to:

- My beloved parents, mom and dad, who raised me when I am tumbling down.
- My advisors who encourage me to be involved in the experience of learning life.
- My friends, who support me to keep moving through hopeless conditions, at my current position I stand for, I gratefully thank for your existences in giving me spirits, love, motivation and advice through my life.



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Finally, this thesis is expected to be useful for the entire readers, and might be used it as the reference for the next researcher to conduct study or develop the similar study related to linguistic study.

Malang, 10 May 2019

Researcher

Apri Wibisono

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**THE STUDY ON DIFFICULTIES IN LEARNING SPEAKING FACED BY ELEVEN GRADE OF SMAN 1
KEDUNGWARU TULUNGAGUNG**

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ABSTRACT

One of the important skill in learning English that should be mastered by students is speaking. However, learning English speaking in Indonesia has many difficulties. Students worried of making mistake because their vocabulary mastery, they feel shy because of their mother tongue used, their classroom situation also contributing learning speaking difficulties. In other hand, many teachers in Indonesia still implemented the conventional techniques in teaching learning process. The objectives of this study is to define the difficulties in learning faced by eleven grade of SMAN 1 Kedungwaru Tulungagung.

This research design belongs to qualitative research design, which taken from existing class. There were 36 students participated in this study. They were divided in 4 groups which consists of 9 students in each group. The separation of the students were based their students number in their attendance list. Each group were asked about their difficulties in learning speaking. In this research, the researcher involves some instruments in order to gain in depth data related to the statement of problem exist.

The finding of this research reveal that there were a lot of difficulties in learning speaking that faced by eleven grade of SMAN 1 Kedungwaru Tulungagung. They were came from both of teacher and students. The difficulties faced by student were lack of vocabulary, lack of motivation in learning English especially in speaking, fear of making mistake in learning process and etc. Meanwhile, the difficulties that faced by the teacher were lack of knowledge in developing technique, so that the teacher implements the improper technique in teaching learning process.

Keywords: Speaking, Speaking Difficulties, High School Learner.

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ABSTRAK

Salah satu keterampilan penting dalam belajar bahasa Inggris yang harus dikuasai oleh siswa adalah berbicara. Namun, belajar berbicara bahasa Inggris di Indonesia memiliki banyak kesulitan. Siswa khawatir membuat kesalahan karena penguasaan kosakata mereka, mereka merasa malu karena penggunaan bahasa daerah mereka, situasi kelas mereka juga berkontribusi belajar kesulitan berbicara. Di sisi lain, banyak guru di Indonesia masih menerapkan teknik konvensional dalam proses belajar mengajar. Tujuan dari penelitian ini adalah untuk mendefinisikan kesulitan dalam belajar bahasa Inggris yang dihadapi oleh kelas sebelas SMAN 1 Kedungwaru Tulungagung.

Desain penelitian ini termasuk desain penelitian kualitatif, yang diambil dari kelas yang ada. Ada 36 siswa yang berpartisipasi dalam penelitian ini. Mereka dibagi dalam 4 kelompok yang terdiri dari 9 siswa di setiap kelompok. Pemisahan siswa didasarkan pada jumlah siswa dalam daftar hadir mereka. Setiap kelompok ditanya tentang kesulitan mereka dalam belajar berbicara bahasa Inggris. Dalam penelitian ini, peneliti melibatkan beberapa instrument untuk mendapatkan data yang mendalam terkait dengan masalah yang ada.

Temuan penelitian ini mengungkapkan bahwa ada banyak kesulitan dalam belajar berbicara yang dihadapi oleh kelas sebelas SMAN 1 Kedungwaru Tulungagung. Mereka berasal dari guru dan siswa. Kesulitan yang dihadapi oleh siswa adalah kurangnya kosa kata, kurangnya motivasi dalam belajar bahasa Inggris terutama dalam berbicara, takut membuat kesalahan dalam proses belajar dan sebagainya. Sementara itu, kesulitan yang dihadapi guru adalah kurangnya pengetahuan dalam mengembangkan teknik, sehingga guru menerapkan teknik yang tidak tepat dalam proses belajar mengajar.

Kata kunci: Berbicara, Kesulitan Berbicara, Siswa SMA

INTRODUCTION

English as a foreign language in Indonesian context has crucial part as a tool of communication and interaction. It is very important to be learned whereas English is used for communication among people from different countries. Nowadays, most of the information is written in English. It can be seen from books, magazines, advertisements, announcements, etc. So whether they like or dislike, they have to learn English as a part of communication.

Because of the communication has major role, Kayi (2006) states that speaking are one of the productive skills in developing the ability to communicate clearly and efficiently. Harmer (2007) also stated that the language abilities that are categorize into productive skills are speaking and writing, speaking is the language ability where the learners produce the language themselves. To achieve that goal, students have to practice every time, produce and mastery new words, terms, and vocabulary. In line with that, Richard (2008) states, "The students often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency."

However, in learning English especially speaking is not that simple, many students feel difficult in their practice, afraid of making mistakes, lack of vocabularies, shyness, and so on. In line with that, Floriasti (2013) found that there were many errors done by students when speaking. There were errors in vocabulary, pronunciation, intonation, fluency, body language, and gesture. Meanwhile, those become the main factor which affect the students' condition because it comes from the individual.

Ur (1996) found that there are several factors that cause difficulty in speaking, and they are as follows; Inhibition (Students are worried of making mistakes, fearful of criticism, or simply shy), Nothing to say (Students have no motives to express themselves), Low or uneven participation (Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all), Mother-tongue use (Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue). In line with that Alvin (2017), who done the research on the analysis of the students' problems in speaking skill of Junior High School, her finding showed that the students faced speaking problems; those are face inhibition, nothing to say, low or uneven participation, and mother tongue use

In addition, Phyak (2006) states that English is taken as the most difficult subject because of lack of exposure to both the teachers and learners. The other problems may appear from the government policy which has to create an appropriate curriculum in order to

enhance the development of confidence and competence in speaking by providing appropriate syllabus design, principles of teaching, methods of teaching, types of tasks or materials and speaking assessment (Bailey, 2005 ; Songsiri, 2007).

Preliminary research conducted in SMAN 1 Kedungwaru Tulungagung at 18th January 2019 showed that there are some difficulties in learning speaking. First, most of the students in eleven grade of social class has low motivation in learning English lesson especially in speaking, instead of the teacher has allowed them to make noise in teaching and learning activity in order to discuss the topic, but still they do not use it well to improve thier speaking skill. They just chit chat with thier friends while the teacher was explain the lesson, as the result students do not understand teacher's explanation. Second, the teacher do not want to explore or use more teaching strategy to create attractive teaching learning activity. The teacher just focused to give material only from textbook, so later it will be make students feel bored with the lesson.

Based on the background of study, the research question was formulated as follows:

1. What are the difficulties faced by students in learning speaking of eleventh grade of SMAN 1 Kedungwaru Tulungagung?
2. What are the factors that cause difficulties in learning speaking faced by eleventh grade students of SMAN 1 Kedungwaru Tulungagung?
3. How to solve the difficulties in learning speaking faced by eleventh grade students of SMAN 1 Kedungwaru Tulungagung?

LITERATURE REVIEW

The Nature of Speaking

Speaking is one of the important skills in English language learning, whether as a second language or a foreign language. The goal of language learning is able to produce and express words or sentences. Al Nakhalah (2016) stated that speaking is the delivery of language through the mouth. To speak, we create sounds by using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. It is clear that in other to be able to speak English fluently, he suggests that learners have to orally practice in producing and expressing words and sentences through part of speech. It can be said that speaking is more complicated than it seems at first and involves more than just pronouncing words. Being able to speak fluently is really major in order to create good conversation, conveying someone to his or her good idea, sharing knowledge, and expressing feeling. In

line with that idea Chaney, (1998) in Kayi, 2006 states that to speak means to produce some words representing one's ideas. It is a process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Moreover, speaking skill is not only knowing the grammatical patterns and semantics rules but also producing spoken interactions, Siddiqui (2014). Furthermore, Fauziati (2010) claims that mastering the art of speaking is the single most important aspect of learning a second or foreign language to carry out a conversation.

The Difficulties in Learning Speaking

Difficulty happens because of many factors, for instance lack of vocabulary, lack of motivation, etc. Rababa'ah (2005) pointed out that there are many factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment.

First is learner factor, they have lack of motivation to speak English. They do not see a real need to learn or speak English. **Second** is teaching strategies, teaching strategies also contribute to this problem, teacher does not put emphasis on speaking, which results in a small development of this skill. Besides, vocabulary items are taught in isolation, and listening materials are not used by the majority of teachers because of the large number of teachers compared with the number of cassettes available. In other words, teachers themselves still lack of experience in creating material for speaking and listening. **Third** is curriculum, the curriculum does not provide enough opportunity for learning and practicing new and varied vocabulary and does not provide enough variety in tasks designed for the teaching of grammar. **Fourth** is the environment, the lack of a target language environment can be considered another problem, which of course results in a lack of involvement in real-life situation. Not allowing learners to participate in discourse can be another reason for speaking difficulties. In the same idea, Juhana (2012) states that there are several psychological factors that cause speaking difficulty, they were as follows; fear of making mistake, shyness, anxiety, lack of confidence, lack of motivation, etc.

Factors which cause Difficulties in Learning Speaking

The study that have conducted by Bal Ram Aldhikari (2010) at Tribhuvan University in Nepal showed that the large numbers of student in the classroom (40 to 50 students) whether in government-aided school or in University is common condition. He also states that almost all the classrooms have furniture arranged in rows and fixed to the floor which

prevents easy mobility required for group work and face-to-face interaction. Such a setting discourages students' involvement in language games and problem solving activities. Worst of all, language teachers have failed to redefine the classroom as a place for dynamic and meaningful interaction, as a place where students from diverse socio-cultural and linguistic backgrounds can participate in language-related tasks utilizing all the available linguistic and non-linguistic resources. This cannot happen unless group work and pair work become integral part of each lesson. From that finding, it can be concluded that the large amount of student in classroom and the classroom setting will contribute speaking difficulty in learning second or foreign language.

Based on the explanation above, it shows that there are so many factors that cause difficulties in learning speaking, for instances lack of learning facilities in the classroom that can support teaching and learning process in learning speaking and teacher understanding about the interaction among students while discussing the topic that given by teacher. Furthermore, Dil (2009) investigated Turkish EFL learners' communication obstacles in English language classrooms, and it reported that anxiety and unwillingness during the English speaking process are considered two of the biggest obstacles for EFL learners. Anxiety and unwillingness are caused by the fear of being negatively evaluated when making mistakes, particularly in front of their friends. Moreover, Ur (2002) claims the large number student in the classroom is more than ideal classroom setting calls for teacher-centered instruction in which "everyone in the class, in principle, is expected to do the same thing at the same time in the same way. Based on that opinion it can be concluded that the large number of student in the classroom will waste teachers' time in managing the students to make conducive classroom atmosphere.

Techniques to Solve Speaking Difficulties

Kayi (2006) states that there are are some activities that can be done in the speaking class to promote speaking, they are as follows; Discussions, roleplay, storytelling, interviews, reporting, picture describing, playing cards, etc.

Strategies to Minimize Learning Speaking Difficulty

Adapted from Brown (2000), there are some alternative strategies to minimize learning speaking difficulty, they are as follows:

Self Confidence

Telling students explicitly (verbally and non-verbally) that you do indeed believe in them, train them intensively in order to gain much knowledge that needed by them, then give them some exercises related to the training that given by teacher. After giving training, evaluate them about their achievement that they got so far and having them make lists of their strengths of what they know or having accomplished so far in the course. This step will help student to increase their self confidence in facing the work or exercise that will be given later.

Motivation

Remind them explicitly about the rewards for learning English. Persuade them about the advantages in learning English that they will gain, describing (what have students look up) jobs that require English, tell them about the dream job that they can reach if they learn English, playing down the final examination in favor for helping students to see rewards for themselves as a team, ask them to do amount of small group works as the key to success in their future.

Guidance and Revision

Praising students for good guesses, it is important to do because little attention that teacher give to students, it will give significance development to the students willingness in learning English, then do not always give explanation of error, let a correction suffice, correcting selected error, preferably just those the interfere with learning, tape record student's oral production and get them to identify error, letting students catch and correct each other's error, do not always give them correct form directly, encouraging students to make lists of their common error and to work on them on their own. Those ways are necessary to be done because it will give an explanation about their mistake to them autonomously, so that they will learn from their mistake and then instinctively their knowledge will developed by themselves.

RESEARCH METHOD

The research approach that used in this study was qualitative research design. Creswell (2009) states that qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Creswell (2012) claims phenomenological research is a qualitative strategy in which the researcher identifies the essence of human experiences about a phenomenon as described by participants in a study. Through phenomenological research, the researcher focused on describing and

explaining learning speaking difficulties, the factors that cause difficulties in learning speaking, and the solutions to solve the difficulties of eleventh grade of SMAN 1 Kedungwaru Tulungagung.

The participants of this research were eleventh grade students of SMAN 1 Kedungwaru Tulungagung in the academic year of 2018 / 2019 especially eleventh grade of social twelve class students. The total subject of this research were 36 students that later will be divided into four group that consist of 9 students of each group. In collecting information of the participants, the researcher involved some instruments which were observation and interview in order to get in-depth data. In the observation, the researcher applied non-participant observer while in interview, the researcher used semi structured interview as the item of interview and focus group discussion in collecting information needed. In data analysis, the researcher adapted from Bodgan and Biken (2007) which have some step in analyze the data, they were as follows; Organizing and Familiarizing, Coding and Reducing, and Interpreting and Representing.

FINDINGS AND DISCUSSION

The result of this research are presented in accordance with statement of problems. They are: (1) The difficulties faced by students in learning speaking of eleventh grade of SMAN 1 Kedungwaru Tulungagung, (2) Factors that cause difficulties in learning speaking of eleventh grade of SMAN 1 Kedungwaru Tulungagung, and (3) Solution to solve the difficulties in learning speaking of eleventh grade of SMAN 1 Kedungwaru Tulungagung.

The difficulties faced by students in learning speaking

Based on the result of data analysis, it was found that there were some difficulties that faced by students in learning speaking. The result showed that in average, eleventh grade of social class students have difficulties in learning speaking, especially in choosing appropriate word and lack of motivation. Meanwhile, other groups have their own difficulties.

Table 1: Students' Statements of Group 1

Group	Code	Students Statements	Line
1	S1	Hard to understand the lesson.	3
		Lack of vocabulary, shy, hard in mastery lesson, unable to express word.	7
			8
	S4	Lack of willingness to read English book.	33

	S5	Lack of attention	43
		Lack of motivation that cause lack of vocabulary	46
	S9	Lack of vocabulary	83

In the first group most of the students have difficulties in choosing appropriate word or lack of vocabulary. For instances, students number 1, 4, 5, 6, 7, 8 and 9. Student number 4, 5 and 8 also have other difficulties which is lack of motivation. Meanwhile, the rest of the students have different learning speaking difficulties such as shy and hard to memorize word.

Table 2: Students' Statements of Group 2

Group	Code	Students Statements	Line
2	S10	Lack of willingness in reading English book and lack of attention.	90
		Fear of making mistake, lack of motivation	93
	S14	Shy and fear of making mistake	129
	S15	Lack of attention and unwilling to learn lesson.	136
		Shy and lack of motivation	139
	S17	Lack of willingness to read English book and lack of attention.	156
		Lack of motivation in learning English.	159

The second group, learning speaking difficulties that were found in the most of students were fear of making mistakes. For instances, students number 10, 14, 16, 17 and 18. Students who have learning speaking difficulties in lack of motivation were student number 10, 11, 15, 17, and 18. Students number 10, 17, and 18 have same learning speaking difficulties such as fear of making mistakes and lack of motivation. Meanwhile, other students have different learning speaking difficulties such as choosing appropriate word and shyness.

Table 3: Students' Statements of Group 3

Group	Code	Students Statements	Line
3	S19	Lack of willingness in reading English book and lack of attention.	176
		Lack of vocabulary.	179
	S21	Fear of making mistake, shy, and lack of vocabulary.	199
	S24	Shy, and fear of making mistake.	227

	S26	Unwilling to remember the lesson.	244
		Lack of motivation and lack of vocabulary.	246

In the third group, learning speaking difficulties that were found in the most of students were fear of making mistakes. For instances, students number 21, 24, 25, and 27. Students who have learning speaking difficulties in choosing appropriate word were students number 19, 20, 21, 26 and. Students number 21 has the same learning speaking difficulties which is fear of making mistakes and choosing appropriate word. Meanwhile, the rest of student have different difficulties in learning speaking such as shyness and lack of motivation.

Table 4: Students' Statements of Group 4

Group	Code	Students Statements	Line
4	S29	Unwilling to learn new words and lack of attention.	272
		Lack of vocabulary.	275
	S32	Unwilling to read English book and lack of attention.	299
		Lack of motivation, shy and lack of vocabulary.	302
	S33	Lack of willingness in remembering lesson.	308
		Shy and lack of vocabulary	311
	S35	Lack of vocabulary and fear of making mistake.	330

In the last group, learning speaking difficulties that was found in the most of students was choosing appropriate word. For instances, students number 28, 29, 31, 32, 33 and 35. Students who have learning speaking difficulties and lack of motivation were student number 30, 32, 33 and 34. Students number 33 have same difficulties which were choosing appropriate word and lack of motivation. Meanwhile, the rest of students have the difficulty which was fear of making mistakes.

Based on the data above, it can be can be concluded that learning speaking difficulties faced by eleven grade of social class of SMAN 1 kedungwaru Tulungagung can be seen as follows:

Table 5. (Students Learning Speaking Difficulties)

Group	Learning Speaking Difficulties
-------	--------------------------------

1	Lack of vocabulary, Lack of motivation and hard to memorize words.
2	Fear of making mistake, Lack of motivation, and Lack of vocabulary.
3	Fear of making mistake, Lack of vocabulary, shy and Lack of motivation
4	Lack of motivation, Lack of vocabulary, fear of making mistake and shy

From the explanation above, it showed that the difficulties faced by students of eleventh grade of in SMAN 1 Kedungwaru Tulungagung were choosing appropriate word and lack of motivation. Those difficulties has been shown up in the most of the students in each group, which is the total were 23 students who have difficulties in choosing appropriate word and total number who have lack of motivation were 15 students, about two students have same difficulties in choosing appropriate word and lack of motivation. Moreover, it can be concluded, the group that have many difficulties in learning speaking were group 3 and 4, which are each of the group have 4 kinds of learning speaking difficulties, such as lack of motivation, lack of vocabulary, shy and fear of making mistake.

Factors that cause difficulties in learning speaking

Based on the data, there were some factors that caused difficulties in learning speaking of eleventh grade of SMAN 1 Kedungwaru Tulungagung. The factors came from internal of the students and also the environment of the students (classroom and teaching strategy). For the internal factors, most of the students have similar difficulties, such as lack of motivation and lack of vocabulary. The other factors came from the environment of the students, such as teaching strategy and classroom situation. The data about internal factors that caused difficulties in learning speaking are presented as follow.

Internal factors that cause difficulties in learning speaking of eleventh grade explained as follow. In the first group, internal factors that cause difficulties in learning speaking were lack of vocabulary and lack of motivation. In the second group, internal factors that cause difficulties in learning speaking were fear of making mistakes and lack of motivation. In the third group, internal factors that cause difficulties in learning speaking were lack of vocabulary and fear of making mistakes. In the last group, internal factors that cause difficulties in learning speaking were lack of vocabulary and lack of motivation. Based on the description that has been presented, lack of motivation is the most internal factor that appear

in learning speaking difficulties of eleven grade. See appendix 2 (Observation Checklist: Factors that cause difficulties in Learning Speaking).

Table 6. (The Factors that cause Difficulty in Learning Speaking)

No	The factors that cause Difficulty in Learning Speaking	Yes	No
1	Inhibition a. The students are simply shy to communicate with other students using English. b. The students worried making mistakes in learning English. c. The students afraid of being a joke of their friends.	√ √	√
2	Nothing to say a. Teacher does not provide clear material. b. The students only have low vocabulary mastery c. The students do not understand about grammar. d. The students feel difficult to pronounce English words	√ √ √	√
3	Low and uneven participation a. Teacher did not give interesting topic. b. There is no response from other students when they are speaking English. c. Teacher allows meaningful noise in teaching and learning activity	√ √ √	
4	Mother tongue use a. The students still use intonation of mother tongue in speaking English b. The use of mother tongue is easy to be spoken for them	√ √	

External factors that cause difficulties in learning speaking of eleventh grade social twelve will be explained as follow. In the first group, external factor that cause difficulties in learning speaking was came from the teaching strategy. In the second group, external factors that cause difficulties in learning speaking was came from the teaching strategy. In the third group, external factors that cause difficulties in learning speaking was came from teaching strategy and classroom situation, some students in the third group claim that classroom situation become learning speaking difficulties. In the last group, external factor that cause difficulties in learning speaking was came from teaching strategy. In external factor, teaching strategy became the most dominant difficulties in learning speaking. So based on the data above, external factor that cause difficulty in learning speaking was teaching strategy that

used by teacher in classroom activity. In this case, teacher do not concern about development of student, teacher just only teaching or only giving material and do not educate students about the lesson in term of practicing in learning speaking. See appendix 2 (Observation Checklist: Solution to solve Difficulties in Learning speaking).

Table 7: Data of the First Group

Creating a careful choice of topic and giving instruction to avoid low and uneven participation		
a. The students try to show up their idea bravely.	√	
b. Teacher creates interesting activities to motivate students in order to speak English.		√
c. Creating fun learning activity especially in English lesson.		√
d. Teacher gives the same opportunity to students.	√	
e. Giving guidance before starting learning activities.	√	

Table 8: Data of the Second Group

Creating a careful choice of topic and giving instruction to avoid low and uneven participation		
a. The students try to show up their idea bravely.		√
b. Teacher creates interesting activities to motivate students in order to speak English.		√
c. Creating fun learning activity especially in English lesson.		√
d. Teacher gives the same opportunity to students.	√	
e. Giving guidance before starting learning activities.	√	

Table 9: Data of the Third Group

Creating a careful choice of topic and giving instruction to avoid low and uneven participation		
a. The students try to show up their idea bravely.		√
b. Teacher creates interesting activities to motivate students in order to speak English.		√
c. Creating fun learning activity especially in English lesson.		√
d. Teacher gives the same opportunity to students.	√	
e. Giving guidance before starting learning activities.	√	

Table 10: Data of the Fourth Group

Creating a careful choice of topic and giving instruction to avoid low and uneven participation		
a. The students try to show up their idea bravely.		√
b. Teacher creates interesting activities to motivate students in order to speak English.		√
c. Creating fun learning activity especially in English lesson.		√
d. Teacher gives the same opportunity to students.	√	
e. Giving guidance before starting learning activities.	√	

Solutions to solve difficulties in learning speaking

Table 11: Students' Statements of Group 1

Group	Code	Students' Statements	Line
1	S1	Lecturing, reward and punishment.	11
	S4	Using audio visual material	40
	S5	Drilling and lecturing	49
	S9	Lecturing with audiovisual material	86

Table 12: (Classroom Observation Checklist)

Solution to solve Difficulty in Learning Speaking	Yes	No
Applying group work to reduce inhibition		
a. Show up their ideas in their group first.		√
b. Ask their friends about the right sentences of their ideas.	√	
c. Checking grammatical errors about their ideas to their friends.	√	
d. Asking their friends to tell their ideas.	√	
e. Teacher helps students in promoting their autonomy		√
f. Teacher helps students in gaining motivation to learn	√	
Using easy language to avoid nothing to say		
a. Using simple topic as the material of speaking activity.		√
b. Using simple vocabulary.		√
c. The teacher was teach about vocabulary before start topic discussed.		√
Using target language to reduce the use of mother tongue		
a. Push the students in order to speak English in classroom.		√

b. Using reward and punishment to the students if they able to memorize at least 5 to 10 words.	√	
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Based on data above, there are some solutions in order to solve difficulties in learning speaking of eleventh grade of. The explanation were presented as follow. In the first group, solutions to solve difficulties in learning speaking were lecturing (teacher giving material in teaching and learning activity) or in other words, it can be said as the Grammar Translational Method (GTM) some students also said that using audiovisual material in teaching and learning process will help them in understanding teacher's explanation. The data above were belong to students number 1, 4, 5, 9 and the additional data that was taken from appendix 2: Classroom Observation Checklist.

Table 13: Students' Statements of Group 2

Group	Code	Students' Statements	Line
2	S10	Lecturing and Practicing	96
	S14	Using audiovisual material	133
	S15	Practicing	142
	S17	Using reward and punishment in all method that used in teaching and learning activity..	162

Table 14: (Classroom Observation Checklist)

Solution to solve Difficulty in Learning Speaking	Yes	No
Applying group work to reduce inhibition		
a. Show up their ideas in their group first.		√
b. Ask their friends about the right sentences of their ideas.	√	
c. Checking grammatical errors about their ideas to their friends.	√	
d. Asking their friends to tell their ideas.		√
e. Teacher helps students in promoting their autonomy		√
f. Teacher helps students in gaining motivation to learn	√	
Using easy language to avoid nothing to say		
a. Using simple topic as the material of speaking activity.		√
b. Using simple vocabulary.		√
c. The teacher was taught about vocabulary before start topic discussed.		√

Using target language to reduce the use of mother tongue		
a. Push the students in order to speak English in classroom.		√
b. Using reward and punishment to the students if they able to memorize at least 5 to 10 words.		√

In the second group, solutions to solve difficulties in learning speaking was doing practice in teaching and learning activity, where teacher has important part as a model of her student in teaching learning activity and also using audiovisual material in classroom while teaching and activity will help students in understanding lesson. The data above were belong to students number 10, 14, 15,17 and the additional data that was taken from appendix 2: Classroom Observation Checklist.

Table 15: Students' Statements of Group 3

Group	Code	Students' Statements	Line
3	S19	Using drilling method and friendly environment in teaching and learning activity.	182
	S21	Using audio visual material and practicing in teaching and learning activity.	202
	S24	Using audiovisual material and practicing.	230
	S26	Using audiovisual material..	249

Table 16: (Classroom Observation Checklist)

Solution to cope Difficulty in Learning Speaking	Yes	No
Applying group work to reduce inhibition		
a. Show up their ideas in their group first.		√
b. Ask their friends about the right sentences of their ideas.		√
c. Checking grammatical errors about their ideas to their friends.	√	
d. Asking their friends to tell their ideas.	√	
e. Teacher helps students in promoting their autonomy		√
f. Teacher helps students in gaining motivation to learn	√	
Using easy language to avoid nothing to say		
a. Using simple topic as the material of speaking activity.		√
b. Using simple vocabulary.	√	
c. The teacher was teach about vocabulary before start topic		√

discussed.		
Using target language to reduce the use of mother tongue		
a. Push the students in order to speak English in classroom.		√
b. Using reward and punishment to the students if they able to memorize at least 5 to 10 words.	√	

In the third group, solutions to solve difficulties in learning speaking were doing practice in teaching and learning activity, where teacher become model to her student in helping them mastering the lesson. Some students also said that classroom environment will help them in mastering lesson, they said that friendly environment will help to solve difficulties in learning speaking. Friendly according to the students' description was there is no border or gap between teacher and students. So, situation that they expected will help to solve difficulties in learning speaking. The data above were belong to students number 19, 21, 24, 26 and the additional data that was taken from appendix 2: Classroom Observation Checklist.

Table 17: Students' Statements of Group 4

Group	Code	Students' Statements	Line
4	S29	Practicing and drilling techniques	278
	S32	Drilling and practicing techniques.	305
	S33	Drilling technique and using audiovisual material.	314
	S35	Practicing and using reward punishment in teaching learning activity.	333

Table 18: (Classroom Observation Checklist)

Solution to cope Difficulty in Learning Speaking	Yes	No
Applying group work to reduce inhibition		
a. Show up their ideas in their group first.		√
b. Ask their friends about the right sentences of their ideas.		√
c. Checking grammatical errors about their ideas to their friends.	√	
d. Asking their friends to tell their ideas.	√	
e. Teacher helps students in promoting their autonomy		√
f. Teacher helps students in gaining motivation to learn	√	
Using easy language to avoid nothing to say		

a. Using simple topic as the material of speaking activity.		√
b. Using simple vocabulary.		√
c. The teacher was teaching about vocabulary before start topic discussed.		√
Using target language to reduce the use of mother tongue		
a. Push the students in order to speak English in classroom.		√
b. Using reward and punishment to the students if they able to memorize at least 5 to 10 words.	√	

In the last group, solutions to solve difficulties in learning speaking was doing practice in teaching and learning activity. The other students believe that audiovisual material will give contribution the their development in mastering lesson. From the explanation, solution to solve difficulties in learning speaking of eleventh grade of were simulation in teaching and learning activity and using audiovisual material. The data above were belong to students number 29, 32, 33, 35 and the additional data that was taken from appendix 2: Classroom Observation Checklist.

Discussion

This section discusses the research findings related to the statement of problems, namely; (1) The difficulties faced by students in learning speaking of eleventh grade of SMAN 1 Kedungwaru Tulungagung, (2) Factors that cause difficulties in learning speaking of eleventh grade of SMAN 1 Kedungwaru Tulungagung, and (3) Solution to cope the difficulties in learning speaking of eleventh grade of SMAN 1 Kedungwaru Tulungagung.

In connection with the first statement of problem, the finding showed that difficulties in learning speaking faced by eleventh grade of were lack of vocabulary and lack of motivation, so these difficulties influence them in learning speaking. This result is in line with Rababa'ah (2005), Al-Hosni (2014) and Juhana (2012). Rababa'ah (2005) states that lack of vocabulary will give obstacle in learning speaking. Meanwhile, Al-hosni (2014) found that there are some main difficulties in learning speaking such as linguistic difficulties, mother tounge use and inhibition. For lack of motivation in learning speaking difficulties, Juhana (2012) states that motivation can derive from both students and teacher, but for this case, student have lack of motivation in learning speaking. Furthermore, Ur (1995;121) claims that there are some difficulties related to individual learners' personalities and

attitudes to the learning process and learning speaking in particular which are can be defined into some classifications; inhibition (fear of making mistakes, losing face, criticism; shyness), nothing to say (learners have problems with finding motives to speak, formulating opinions or relevant comments), low or uneven participation (often caused by the tendency of some learners to dominate in the group) and mother tongue use (particularly common in less disciplined or less motivated classes, learners find it easier or more natural to express themselves in their native language). In finding that researcher have found, there was a tendency related to learners' personalities which are most of the students in classroom were shy and fear of making mistakes. Moreover Azizah (2016) found that eleventh grade students in one of boarding school in Tegal also have same similarities in learning speaking which is most of them have difficulties were lack of vocabulary and fear of making mistakes. That was one of the difficulties faced by eleven grade in learning speaking.

In relation with second statement of problems, the factors cause difficulties in learning speaking faced by eleventh grade of were internal and external factors. The internal factors that cause difficulties in learning speaking were lack of vocabulary, lack of motivation and fear of making mistakes. From those difficulties, lack of motivation become the most appear in internal factor that cause difficulties in learning speaking. This result in line with Juhana (2012) states that one of psychological factors that cause difficulties in learning speaking was lack of motivation. The next finding is external factor, external factor that cause difficulties in learning speaking of eleventh grade of was teaching strategy. This result is in line with Rababa'ah (2005) and Al-Hosni (2014) who state that teaching strategies also contribute to this problem, teacher does not put emphasis on speaking, which results in a small development of speaking skill.

Furthermore, teaching learning activity in classroom was monotonous, teacher only giving the material from textbook then ask the students to discuss it, in different way Al-Abri (2008) argued that the lack of oral activities in classroom is a strong reason for students' difficulties in speaking, and thus he recommended including some oral activities in the form of songs, rhymes, and simple stories and more conversational language to enable students to have more fun and enjoy learning to improve their speaking skill. Creating attractive teaching learning strategies in classroom will help students in developing their speaking skill.

The last finding related to the statement of problems, showed that the solution to solve the difficulties in learning speaking of eleventh grade of was practicing about related to

material discussed, or in other word it can be called as simulation, with this technique students will be able to develop creativity by themselves related to the topic that will be discussed by teacher. This result is in line with Kayi (2006) who states that simulation is one of the learning that can be promote students' speaking skill. He claims that simulation or practicing can be implemented as a real-life learning, because the point of simulation or practicing technique is to create classroom situation as a real-life environment. Moreover, Al-Nakhalah (2016) found that there were some suitable solutions overcoming learning speaking difficulties, which are; (1). Making the students more competent in communicating orally in English by practicing English speaking. (2). Students should avoid anxiety by encouraging them to speak fluently even if they make errors or mistakes in their speaking and not to criticize them cruelly, more over we should let students avoid the fearful of criticism, or simply shy by making them familiar with the person whom are talking with. (3). Students must have motive to express themselves. (4). Encouraging Learners not to use their mother tongue. (5). Encouraging learners to read more and more to get high quantity of vocabulary. (6). Raising the motivation of English speaking. (7). Providing the environment which may help the students in English speaking. (8). Allowing learners to participate in discourse which may help the students English speaking. (9). Raising the element of self confidence in the students. Probably, the tescher should implement those solutions to overcome students' learning speaking difficultie

CONCLUSIONS AND SUGGESTION

Conclusions

Based on the research findings presented in previous chapter, some conclusions concerning the difficulty in learning speaking faced by eleven grade of SMAN 1 Kedungwaru Tulungagung will be presented below.

Firstly, eleven grade students faced some kinds of difficulty. They were lack of vocabulary and lack of motivation. Most of the students in eleven grade of felt difficult in choosing appropriate word to speak. Meanwhile, the other students felt lazy to learn English because of lack of motivation. Some of them said that the reason of being lazy is because they felt difficult in learning learning English and also their surrounding or their environment do not support them to learn English.

Secondly, there were two factors that cause difficulty in learning speaking of eleven grade, they were internal and external factors. Internal factors such as lack of motivation and

lack of vocabulary. Furthermore, the external factors the cause difficulty in learning speaking were came from the teacher and also classroom situation. The teacher did not provide good topic or material to attract students' attention in order that they want learning English especially speaking. Some of the students said that they felt bored in the way the teacher gives explanation while teaching speaking. For the classroom situation, actually the teacher let them to make noise when the teacher giving lesson because the teacher's beliefs that they will learn autonomously with thier friend, but along with the time run the situation become more improper, the student getting more noise, the teacher let them doing that noise because of her beliefs and the students do not understand the lesson.

Finally, the solution to solve difficulties in learning speaking faced by eleven grade social of twelve class were using audio visual material in teaching learning activity and simulation in order to help students in learning and understanding the lesson. Moreover, the teacher should be more creative in designing and creating teaching strategies such as adding thier new vocabulary by playing song and watching movie and ask them to complete the missing lyric or playing role play as the final examination, so the students will not feel bored. Some of the studens said that they felt easier to understand new words if they listening English song or watching movie with the English subtitle.

Suggestions

Based on the findings presented in the previous chapter, it is necessary to give meaningful sugesstions for the students, teachers and further researchers related to the difficulty in learning speaking of eleven grade social twleve class.

Suggestions for Students

Based on the findings, it is suggested that students have to learn to be autonomous to add more new words in order to solve difficulty in learning speaking. Choose the right strategy in learning English, so that students will be able to master new words, at least 5 to 10 words per day. Some students might have been learned English autonomously so they easily understand what teacher explained. Therefore, it is better for students to know learning strategy that can help them to cope difficulty in learning speaking and improve their speaking skill, so that they can help their friend in order to understand teacher's explanation.

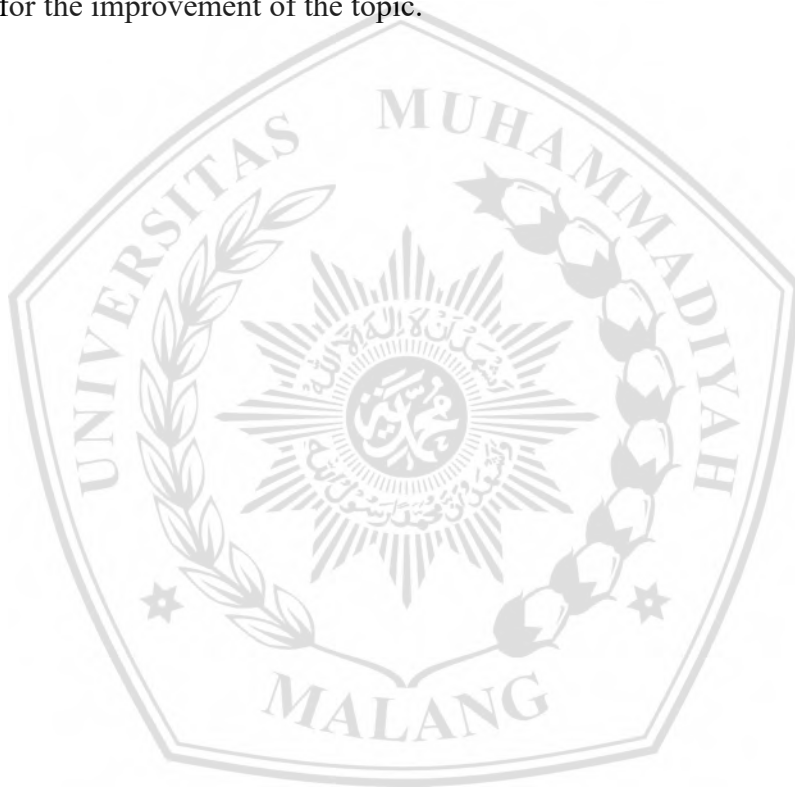
Suggestions for Teachers

It is also suggested that teachers should give the students wider explanation about the importance in learning English especially speaking and the importances of learning strategy

that suitable to students' characteristic or needs, so that they can solve the difficulty in learning speaking and they motivated to learn more about English. Teachers also should pay attention related to the classroom situation, teacher have to be creative in creating classroom atmosphere in order that student will be have more attention in teachers' explanation.

Suggestion for Further Researchers

For further researchers, it is suggested that they could investigate a wider research content about difficulty in learning speaking. There are still a lot of different focuses about difficulty in learning speaking that can be examined. Therefore, it is important that the further researchers could continue investigating the difficulty in learning speaking with a broader and different focus for the improvement of the topic.



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APPENDIX 1

INTEVIEW RESULT

Research Question 1: What are the difficulties faced by students in learning speaking of eleventh grade of SMAN 1 Kedungwaru Tulungagung?

Research Question 2: What are the factors that cause difficulties in learning speaking faced by eleventh grade students of SMAN 1 Kedungwaru Tulungagung?

Research Question 3: How to solve the difficulties in learning speaking faced by eleventh grade students of SMAN 1 Kedungwaru Tulungagung?

First Group		Line
Student Number One (01)	Description	1
	What kind of difficulties that you feel in learning English speaking?	2
	Hard to understand the lesson.	3
		5
	What makes you difficult in learning English?	6
	Lack of vocabulary, shy, hard in mastery lesson, unable to express word.	7
		8
Student Number Two (02)	What kind of strategy that you expect in order to solve your problem?	9
	Lecturing, reward and punishment.	10
		11
	Description	12
	What kind of difficulties that you feel in learning English speaking?	13
	Hard to remeber new words.	14
		15
Student Number Three (03)	What makes you difficult in learning English?	16
	Shy.	17
		18
	What kind of strategy that you expect in order to solve your problem?	19
	Lecturing and using audiovisual material.	20
		21
	Description	21
Student Number Four (04)	What kind of difficulties that you feel in learning English speaking?	22
	A liitle because high motivation in learn English and aware that speaking English has important role.	23
		24
		25
	What make you difficult in learning English?	26
	Lack of attention, hard to remember the lesson.	27
		28
Student Number Four (04)	What kind of strategy that you expect in order to solve your problem?	29
	Drilling, Practicing.	30
		31
	Description	31
	What kind of dsifficulties that you feel in learning English speaking?	32
	Lack of willingness to read English book.	33
		34

	What makes you difficult in learning English?	35
	Lack of vocabulary that cause lack of understanding, lack of motivation.	36
		37
		38
	What kind of strategy that you expect in order to solve your problem?	39
Student Number Five (05)	Using audio visual material	40
	Description	41
	What kind of difficulties that you feel in learning English speaking?	42
	Lack of attention.	43
		44
	What makes you difficult in learning English?	45
	Lack of motivation that cause lack of vocabulary	46
		47
	What kind of strategy that you expect in order to solve your problem?	48
	Drilling and lecturing	49
Student Number Six (06)	Description	50
	What kind of difficulties that you feel in learning English speaking?	51
	Hard to remember the lesson.	52
		53
	What makes you difficult in learning English?	54
	Lack of vocabulary	55
		56
	What kind of strategy that you expect in order to solve your problem?	57
	Lecturing and Practicing	58
Student Number Seven (07)	Description	59
	What kind of difficulties that you feel in learning English speaking?	60
	Unwilling to remember the lesson.	61
		62
	What makes you difficult in learning English?	63
	Lack of vocabulary.	64
		65
	What kind of strategy that you expect in order to solve your problem?	66
	Reward and punishment in all method that used in teaching learning activity.	67
		68
Student Number Eight (08)	Description	69
	What kind of difficulties that you feel in learning English speaking?	70
	Lack of willingness to read the lesson and nervous.	71
		72
	What makes you difficult in learning English?	73
	Shy, lack of motivation, and lack of vocabulary	74
		75
	What kind of strategy that you expect in order to solve your problem?	76
	Lecturing and using audiovisual material	77
Student Number Nine (09)	Description	78
	What kind of difficulties that you feel in learning English speaking?	79
	A little difficulty because have high motivation in learning speaking.	80
		81
	What makes you difficult in learning English?	82
	Lack of vocabulary.	83
		84

	What kind of strategy that you expect in order to solve your problem?	85
	Lecturing with audiovisual material	86
Second Group		87
Student Numnber Ten (10)	Description	88
	What kind of difficulties that you feel in learning English speaking?	89
	Lack of willingness in reading English book and lack of attention.	90
		91
	What makes you difficult in learning English?	92
	Fear of making mistake, lack of motivation	93
		94
	What kind of strategy that you expect in order to solve your problem?	95
	lecturing and Practicing	96
Student Number Eleven (11)	Description	97
	What kind of difficulties that you feel in learning English speaking?	98
	Hard to manage time in learning speaking, lack of attention.	99
		100
	What makes you difficult in learning English?	101
	Lack of motivaton	102
		103
	What kind of strategy that you expect in order to solve your problem?	104
	Practicing and use audio visual material	105
Student Number Twelve (12)	Description	106
	What kind of difficulties that you feel in learning English speaking?	107
	A little difficulty because like to learn English, have high motivation, aware that English has important role	108
		109
		110
	What makes you difficult in learning English?	111
	Shy, and lack of vocabulary	112
		113
	What kind of strategy that you expect in order to solve your problem?	114
	Practicing in all method that used in teaching and learningg activity	115
Student Number Thirteen (13)	Description	116
	What kind of difficulties that you feel in learning English speaking?	117
	Hard to remeber the new words but have high motivation.	118
		119
	What makes you difficult in learning English?	120
	Lack of vocabulary	121
		122
	What kind of strategy that you expect in order to solve your problem?	123
	Lecturing, and Practicing.	124
Student Number Fourteen (14)	Description	125
	What kind of difficulties that you feel in learning English speaking?	126
	A little difficulty because have high motivation in learning speaking.	127
		128
	What makes you difficult in learning English?	129
	Shy and fear of making mistake	130
		131
	What kind of strategy that you expect in order to solve your problem?	132
	Using audiovisual material.	133
Student Number	Description	134

Fifteen (15)	What kind of difficulties that you feel in learning English speaking?	135
	Lack of attention and unwilling to learn lesson.	136
		137
	What makes you difficult in learning English?	138
	Shy and lack of motivation	139
		140
	What kind of strategy that you expect in order to solve your problem?	141
	Practicing	142
Student Number Sixteen (16)	Description	143
	What kind of difficulties that you feel in learning English speaking?	144
	Unwilling to learn English speaking, lack of motivation and lack of attention.	145
		146
		147
	What makes you difficult in learning English?	148
	Fear of making mistake, and Shy.	149
		150
	What kind of strategy that you expect in order to solve your problem?	151
	Friendly environment in teaching and learning activity, in the term that is teacher have more attention in the student.	152
		153
Student Number Seventeen (17)	Description	154
	What kind of difficulties that you feel in learning English speaking?	155
	Lack of willingness to read English book and lack of attention.	156
		157
	What makes you difficult in learning English? Fear of making mistake and lack of motivation in learning English.	158
		159
		160
	What kind of strategy that you expect in order to solve your problem?	161
	Using reward and punishment in all method that used in teaching and learning activity.	162
		163
Student Number Eighteen (18)	Description	164
	What kind of difficulties that you feel in learning English speaking?	165
	Unwilling to learn English speaking and read book.	166
		167
	What makes you difficult in learning English?	168
	Lack of motivation and fear of making mistake.	169
		170
	What kind of strategy that you expect in order to solve your problem?	171
	Practicing.	172
Third Group		173
Student Number Nineteen (19)	Description	174
	What kind of difficulties that you feel in learning English speaking?	175
	Lack of willingness in reading English book and lack of attention.	176
		177
	What makes you difficult in learning English?	178
	Lack of vocabulary.	179
		180
	What kind of strategy that you expect in order to solve your problem?	181
	Using drilling method and friendly environment in teaching and learning activity.	182
		183
Student Number	Description	184

Twenty (20)	What kind of difficulties that you feel in learning English speaking?	185
	Lack of attention, lack of willingness in practice new words.	186
		187
	What makes you difficult in learning English?	188
	Lack of motivation, lack of vocabulary, and shy.	189
		190
	What kind of strategy that you expect in order to solve your problem? Practicing.	191 192
Student Number Twenty One (21)	Description	193
	What kind of difficulties that you feel in learning English speaking?	194
	A little difficulty because like to learn English and also has high motivation.	195
		196
		197
	What makes you difficult in learning English?	198
	Fear of making mistake, shy, and lack of vocabulary.	199
		200
	What kind of strategy that you expect in order to solve your problem?	201
	Using audio visual material and practicing in teaching and learning activity.	202
Student Number Twenty Two (22)	Description	203
	What kind of difficulties that you feel in learning English speaking?	204
	Lack of attention and lack of willingness in reading English book.	205
		206
	What makes you difficult in learning English?	207
	Lack of motivation, fear of making mistake.	208
		209
	What kind of strategy that you expect in order to solve your problem? Practicing and lecturing	210 211
Student Number Twenty Three (23)	Description	212
	What kind of difficulties that you feel in learning English speaking?	213
	Hard to remember the lesson and lack of attention.	214
		215
	What makes you difficult in learning English?	216
	Lack of motivation, and shy.	217
		218
	What kind of strategy that you expect in order to solve your problem? Friendly environment in teaching learning activity and using drilling method.	219 220 221
Student Number Twenty Three (24)	Description	222
	What kind of difficulties that you feel in learning English speaking?	223
	A little difficulty because like in learning English and has high motivation.	224
		225
	What makes you difficult in learning English?	226
	Shy, and fear of making mistake.	227
		228
	What kind of strategy that you expect in order to solve your problem? Using audiovisual material and practicing.	229 230
Student Number Twenty Five (25)	Description	231
	What kind of difficulties that you feel in learning English speaking?	232
	A little difficulty because like to learn English and has high motivation.	234
		235

	What makes you difficult in learning English? Shy, and fear of making mistake.	236 237 238
	What kind of strategy that you expect in order to solve your problem? Drilling technique with using reward in the end of learning.	239 240
Student Number Twenty Six (26)	Description	241
	What kind of difficulties that you feel in learning English speaking? Unwilling to remember the lesson.	242 243 244
	What makes you difficult in learning English? Lack of motivation and lack of vocabulary.	245 246 247
	What kind of strategy that you expect in order to solve your problem? Using audiovisual material.	248 249
Student Number Twenty Seven (27)	Description	250
	What kind of difficulties that you feel in learning English speaking? A little difficulty because like to learn speaking and has high motivation.	251 252 253
	What makes you difficult in learning English? Fear of making mistake and shy.	254 255 256
	What kind of strategy that you expect in order to solve your problem? Using game, quiz, and practicing	257 258
Fourth Group		259
Student Number Twenty Eight (28)	Description	260
	What kind of difficulties that you feel in learning English speaking? A little difficulty because ike to learn English hard to remember lesson.	261 262 264
	What makes you difficult in learning English? Lack of vocabulary, shy, and fear of making mistake.	265 266 267
	What kind of strategy that you expect in order to solve your problem? Using audiovisual material, drilling and practicing.	268 269
Student Number Twnty Nine (29)	Description	270
	What kind of difficulties that you feel in learning English speaking? Unwilling to learn new words and lack of attention.	271 272 273
	What makes you difficult in learning English? Lack of vocabulary.	274 275 276
	What kind of strategy that you expect in order to solve your problem? Practicing and drilling techniques	277 278
Student Number Thirty (30)	Description	279
	What kind of difficulties that you feel in learning English speaking? Lack of attention and lack of willingness in learn speaking.	280 281 282
	What makes you difficult in learning English? Lack of motivation, lack of vocabulary	283 284 285
	What kind of strategy that you expect in order to solve your problem?	286

	Lecturing and practicing	287
Student Number Thirty One (31)	Description	288
	What kind of difficulties that you feel in learning English speaking?	289
	Unwilling to remember the lesson.	290
		291
	What makes you difficult in learning English?	292
	Lack of motivation, shy, and lack of vocabulary	293
		294
	What kind of strategy that you expect in order to solve your problem?	295
	Drilling and practicing techniques.	296
Student Number Thirty Two (32)	Description	297
	What kind of difficulties that you feel in learning English speaking?	298
	Unwilling to read English book and lack of attention.	299
		300
	What makes you difficult in learning English?	301
	Lack of motivation, shy and lack of vocabulary.	302
		303
	What kind of strategy that you expect in order to solve your problem?	304
	Drilling and practicing techniques.	305
Student Number Thirty Three (33)	Description	306
	What kind of difficulties that you feel in learning English speaking?	307
	Lack of willingness in remembering lesson.	308
		309
	What makes you difficult in learning English?	310
	Shy and lack of vocabulary.	311
		312
	What kind of strategy that you expect in order to solve your problem?	313
	Drilling technique and using audiovisual material.	314
Student Number Thirty Four (34)	Description	315
	What kind of difficulties that you feel in learning English speaking?	316
	Lack of attention and unwilling to learn and practice the new words.	317
		318
	What makes you difficult in learning English?	319
	Lack of motivation.	320
		321
	What kind of strategy that you expect in order to solve your problem?	322
	Lecturing	323
Student Number Thirty Five (35)	Description	324
	What kind of difficulties that you feel in learning English speaking?	325
	Little difficulties because like to practice English speaking and have high motivation.	326
		327
		328
	What makes you difficult in learning English?	329
	Lack of vocabulary and fear of making mistake.	330
		331
	What kind of strategy that you expect in order to solve your problem?	332
	Practicing and using reward punishment in teaching learning activity.	333
Student Number Thirty Six (36)	Description	334
	What kind of difficulties that you feel in learning English speaking?	335
	Unwilling to remember the lesson and unwilling to practice new words.	336

	What makes you difficult in learning English?	337
	Shy and fear of making mistake.	338
		339
		340
	What kind of strategy that you expect in order to solve your problem?	341
	Drilling and lecturing using audiovisual material	342



APPENDIX 2

Observation Checklist

(Classroom Activity)

Date : 01st February 2019

Time : 11.00 – 13.00

Topic : Cause and Effect Sentences

Group : One

No	Difficulty in Learning Speaking	Yes	No
1	Inhibition a. The students are making mistake in speaking English. b. The students are shy to express their idea. c. The students are act unnatural in learning speaking.	√ √	√
2	Nothing to say a. The students do not understand about the topic discussed. b. The students do not have any idea to express opinion. c. The students do not use pattern grammatically.	√ √ √	
3	Low and uneven participation a. The students are less participants in speaking activity. b. The students are not interesting in topic discussed. c. The students are being lazy when speak English in class	√ √	√
4	Mother tongue use a. The students are mocked their friends when speaking do not speak english well. b. The students are using unnatural pronunciation when speak in the class. c. The students are being shy to speak because their regional language intonation. d. Teacher forbids the students to use thier mother tongue in teaching learning activity		√ √ √ √

Date : 01st February 2019

Time : 11.00 – 13.00

Topic : Cause and Effect Sentences

Group : One

No	The factors that cause Difficulty in Learning Speaking	Yes	No
1	Inhibition d. The students are simply shy to communicate with other students using English. e. The students worried making mistake in learning English. f. The students afraid of being a joke of their friends.	√ √	√
2	Nothing to say e. Teacher do not provide clear material. f. The students only have low vocabulary mastery g. The students do not understand about grammar. h. The students feel difficult to pronounce English words	√ √ √	√
3	Low and uneven participation d. Teacher did not give interesting topic. e. There is no response from other students when they are speaking English. f. Teacher allows meaningful noise in teaching and learning activity	√ √ √	
4	Mother tongue use c. The students still use intonation of mother tongue in speaking English d. The use of mother tongue is easy to be spoken for them	√ √	

Date : 01st February 2019

Time : 11.00 – 13.00

Topic : Cause and Effect Sentences

Group : One

No	Solution to solve Difficulty in Learning Speaking	Yes	No
1	Applying group work to reduce inhibition g. Show up their ideas in their group first. h. Ask their friends about the right sentences of their ideas. i. Checking grammatical errors about their ideas to their friends. j. Asking their friends to tell their ideas. k. Teacher helps students in promoting their autonomy l. Teacher helps students in gaining motivation to learn	√ √ √ √	√ √
2	Using easy language to avoid nothing to say d. Using simple topic as the material of speaking activity. e. Using simple vocabulary. f. The teacher was taught about vocabulary before start topic discussed.		√ √ √
3	Creating a careful choice of topic and giving instruction to avoid low and uneven participation f. The students try to show up their idea bravely. g. Teacher creates interesting activities to motivate students in order to speak English. h. Creating fun learning activity especially in English lesson. i. Teacher gives the same opportunity to students. j. Giving guidance before starting learning activities.	√ √ √	√ √
4	Using target language to reduce the use of mother tongue c. Push the students in order to speak English in classroom. d. Using reward and punishment to the students if they able to memorize at least 5 to 10 words.	√	√

Observation Checklist

(Classroom Activity)

Date : 01st February 2019

Time : 11.00 – 13.00

Topic : Cause and Effect Sentences

Group : Two

No	Difficulty in Learning Speaking	Yes	No
1	Inhibition d. The students are making mistake in speaking English. e. The students are shy to express their idea. f. The students are act unnatural in learning speaking.	√ √ √	
2	Nothing to say d. The students do not understand about the topic discussed. e. The students do not have any idea to express opinion. f. The students do not use pattern grammatically.	√ √	√
3	Low and uneven participation d. The students are less participants in speaking activity. e. The students are not interesting in topic discussed. f. The students are being lazy when speak English in class	√	√ √
4	Mother tongue use e. The students are mocked their friends when speaking do not speak english well. f. The students are using unnatural pronunciation when speak in the class. g. The students are being shy to speak because their regional language intonation. h. Teacher forbids the students to use thier mother tongue in teaching learning activity	√	√ √ √

Date : 01st February 2019

Time : 11.00 – 13.00

Topic : Cause and Effect Sentences

Group : Two

No	The factors that cause Difficulty in Learning Speaking	Yes	No
1	Inhibition a. The students are simply shy to communicate with other students using English. b. The students worried making mistake in learning English. c. The students afraid being a joke of their friends.	√ √ √	
2	Nothing to say a. Teacher do not provide clear material. b. The students only have low vocabulary mastery c. The students do not understand about grammar. d. The students feel difficult to pronounce English words	√ √	√ √
3	Low and uneven participation a. Teacher did not give interesting topic. b. There is no response from other students when they are speaking English. c. Teacher allows meaningful noise in teaching and learning activity	√ √ √	
4	Mother tongue use a. The students still use intonation of mother tongue in speaking English b. The use of mother tongue is easy to be spoken for them	√	√

Date : 01st February 2019

Time : 11.00 – 13.00

Topic : Cause and Effect Sentences

Group : Two

No	Solution to solve Difficulty in Learning Speaking	Yes	No
1	Applying group work to reduce inhibition g. Show up their ideas in their group first. h. Ask their friends about the right sentences of their ideas. i. Checking grammatical errors about their ideas to their friends. j. Asking their friends to tell their ideas. k. Teacher helps students in promoting their autonomy l. Teacher helps students in gaining motivation to learn	√ √ √	√ √ √
2	Using easy language to avoid nothing to say d. Using simple topic as the material of speaking activity. e. Using simple vocabulary. f. The teacher was teach about vocabulary before start topic discussed.		√ √ √
3	Creating a careful choice of topic and giving instruction to avoid low and uneven participation f. The students try to show up their idea bravely. g. Teacher creates interesting activities to motivate students in order to speak English. h. Creating fun learning activity especially in English lesson. i. Teacher gives the same opportunity to students. j. Giving guidance before starting learning activities.	√ √	√ √ √
4	Using target language to reduce the use of mother tongue c. Push the students in order to speak English in classroom. d. Using reward and punishment to the students if they able to memorize at least 5 to 10 words.		√ √

Observation Checklist

(Classroom Activity)

Date : 01st February 2019

Time : 11.00 – 13.00

Topic : Cause and Effect Sentences

Group : Three

No	Difficulty in Learning Speaking	Yes	No
1	Inhibition a. The students are making mistake in speaking English. b. The students are shy to express their idea. c. The students are act unnatural in learning speaking.	√	√ √
2	Nothing to say a. The students do not understand about the topic discussed. b. The students do not have any idea to express opinion. c. The students do not use pattern grammatically.	√ √ √	
3	Low and uneven participation a. The students are less participants in speaking activity. b. The students are not interesting in topic discussed. c. The students are being lazy when speak English in class	√	√ √
4	Mother tongue use a. The students are mocked their friends when speaking do not speak english well. b. The students are using unnatural pronunciation when speak in the class. c. The students are being shy to speak because their regional language intonation. d. Teacher forbids the students to use thier mother tongue in teaching learning activity		√ √ √ √

Date : 01st February 2019

Time : 11.00 – 13.00

Topic : Cause and Effect Sentences

Group : Three

No	The factors that cause Difficulty in Learning Speaking	Yes	No
1	Inhibition a. The students are simply shy to communicate with other students using English. b. The students worried making mistake in learning English. c. The students afraid being a joke of their friends.	√ √ √	
2	Nothing to say a. Teacher do not provide clear material. b. The students only have low vocabulary mastery c. The students do not understand about grammar. d. The students feel difficult to pronounce English words	√ √	√ √
3	Low and uneven participation a. Teacher did not give interesting topic. b. There is no response from other students when they are speaking English. c. Teacher allows meaningful noise in teaching and learning activity	√ √	√
4	Mother tongue use a. The students still use intonation of mother tongue in speaking English b. The use of mother tongue is easy to be spoken for them	√ √	

Date : 01st February 2019

Time : 11.00 – 13.00

Topic : Cause and Effect Sentences

Group : Three

No	Solution to solve Difficulty in Learning Speaking	Yes	No
1	Applying group work to reduce inhibition g. Show up their ideas in their group first. h. Ask their friends about the right sentences of their ideas. i. Checking grammatical errors about their ideas to their friends. j. Asking their friends to tell their ideas. k. Teacher helps students in promoting their autonomy l. Teacher helps students in gaining motivation to learn	√ √ √ √ √	√ √ √
2	Using easy language to avoid nothing to say d. Using simple topic as the material of speaking activity. e. Using simple vocabulary. f. The teacher was taught about vocabulary before start topic discussed.	√	√ √
3	Creating a careful choice of topic and giving instruction to avoid low and uneven participation f. The students try to show up their idea bravely. g. Teacher creates interesting activities to motivate students in order to speak English. h. Creating fun learning activity especially in English lesson. i. Teacher gives the same opportunity to students. j. Giving guidance before starting learning activities.	√ √	√ √ √
4	Using target language to reduce the use of mother tongue c. Push the students in order to speak English in classroom. d. Using reward and punishment to the students if they able to memorize at least 5 to 10 words.	√	√

Observation Checklist

(Classroom Activity)

Date : 01st February 2019

Time : 11.00 – 13.00

Topic : Cause and Effect Sentences

Group : Four

No	Difficulty in Learning Speaking	Yes	No
1	Inhibition a. The students are making mistake in speaking English. b. The students are shy to express their idea. c. The students are act unnatural in learning speaking.	√ √ √	
2	Nothing to say a. The students do not understand about the topic discussed. b. The students do not have any idea to express opinion. c. The students do not use pattern grammatically.	√ √	√
3	Low and uneven participation a. The students are less participants in speaking activity. b. The students are not interesting in topic discussed. c. The students are being lazy when speak English in class	√ √	√
4	Mother tongue use a. The students are mocked their friends when speaking do not speak english well. b. The students are using unnatural pronunciation when speak in the class. c. The students are being shy to speak because their regional language intonation. d. Teacher forbids the students to use thier mother tongue in teaching learning activity	√	√ √ √

Date : 01st February 2019

Time : 11.00 – 13.00

Topic : Cause and Effect Sentences

Group : Four

No	The factors that cause Difficulty in Learning Speaking	Yes	No
1	Inhibition a. The students are simply shy to communicate with other students using English. b. The students worried making mistake in learning English. c. The students afraid being a joke of their friends.	√	√ √
2	Nothing to say a. Teacher do not provide clear material. b. The students only have low vocabulary mastery c. The students do not understand about grammar. d. The students feel difficult to pronounce English words	√ √ √	√
3	Low and uneven participation a. Teacher did not give interesting topic. b. There is no response from other students when they are speaking English. c. Teacher allows meaningful noise in teaching and learning activity	√ √ √	
4	Mother tongue use a. The students still use intonation of mother tongue in speaking English b. The use of mother tongue is easy to be spoken for them	√ √	

Date : 01st February 2019

Time : 11.00 – 13.00

Topic : Cause and Effect Sentences

Group : Four

No	Solution to solve Difficulty in Learning Speaking	Yes	No
1	Applying group work to reduce inhibition g. Show up their ideas in their group first. h. Ask their friends about the right sentences of their ideas. i. Checking grammatical errors about their ideas to their friends. j. Asking their friends to tell their ideas. k. Teacher helps students in promoting their autonomy l. Teacher helps students in gaining motivation to learn	√ √ √ √ √	√ √ √
2	Using easy language to avoid nothing to say d. Using simple topic as the material of speaking activity. e. Using simple vocabulary. f. The teacher was teach about vocabulary before start topic discussed.		√ √ √
3	Creating a careful choice of topic and giving instruction to avoid low and uneven participation f. The students try to show up their idea bravely. g. Teacher creates interesting activities to motivate students in order to speak English. h. Creating fun learning activity especially in English lesson. i. Teacher gives the same opportunity to students. j. Giving guidance before starting learning activities.	√ √	√ √ √
4	Using target language to reduce the use of mother tongue c. Push the students in order to speak English in classroom. d. Using reward and punishment to the students if they able to memorize at least 5 to 10 words.	√	√



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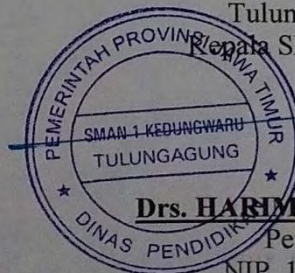
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Demikian surat keterangan ini dibuat untuk dipergunakan seperlunya.

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27	0015290598	LAIMA	P										
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29	0015194443	ARANG	P										
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31	0019357226	RAKIA	P										
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34	0015294942	ASANTA	L										
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36	0016839314	ANIA	P										

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